Russia. Only those natives guilty of rebellion or the murder of Russian officials and officers can be sentenced to death by the rope or by shooting by court-martial, instituted each time 'ad hoc'. The decisions at these court-martials, which always consist of five army officers and an auditor, must still be confirmed by the Governor General. During my fifteen years in Tashkent, there were only three such cases, of which the first two occurred during the Kokand uprising in 1876. This is an honorable record for the Russians and the natives alike.

9. System of Instruction.

The system of instruction among the sedentary population of Turkestan is highly developed and the number of schools is very /219/ large, although education is a private matter, and the native governments provide neither for the erection of schools nor for the salaries of teachers. In Turkestan there are two classes of schools, elementary schools or 'mekhtebes', and higher schools or medreses.

The teachers in the elementary schools are mullahs, just as in the higher schools. In each elementary school there is only one teacher who instructs the students of all ages in one and the same place. These teachers receive no fixed salary. Their entire income consists in the school fees which the students bring them voluntarily, which, however, are never more than a mark a year at most, and in occasional gifts of provisions, which they receive every Thursday, and festive clothes which they receive from the parents of their students at the time of the high Moslem festivals. There is a special custom that the father of a boy presents the teacher with a khalat when the boy has progressed far enough to start reading the Koran.

There are no real schoolhouses. In winter instruction is held either in the dwelling of the teacher, in an ordinary, unheated, windowless chamber, lighted only by the open door, or, if the teacher does not have a large enough place at his disposal it is held in the appropriate mosque.

In summer, on the contrary, the instruction is usually held outside on a veranda, in a shaded courtyard or in a garden. School attendance is not obligatory, as a result of which the schools are frequented primarily only by the children of the rich. The majority of the students are boys, but there are some girls among them, especially from the better classes, who receive elementary education as well.

a corner during the day, and are simply spread out on the floor at night; also of a candlestick or an oil lamp, a brass washbowl and water pitcher, and finally, also of a few books, which the resident of the room is studying just at the moment. /225/ Each of the scholars usually has a cell to himself, while the students on the other hand live two to a cell. At the medrese there is also, as a rule, a mosque for the religious needs of those belonging to the medrese. 346

The business affairs of every medrese are administered by a mut- 874
eval, who, has charge of the management and utilization of the property which has been given to the medrese, the lands, caravansaries, mills, etc., and also the salaries and stipends paid to the teachers and students, as we have said above.

/Figure 81. Caption: Yunus Hodja, Mullah of Tashkent. (After a photograph by G. Merzbacher./ R 59a

The number of teachers and students in a medrese naturally depends on its income, and for this reason it is restricted for each medrese. In Tashkent the largest and richest is the Beklyar Beg medrese, which supports about 250 students.

Thanks to the undemanding and simple way of life of the natives, the costs of maintenance of a medrese are, by our standards, extremely low, and many European professors receive a higher salary than the whole college of professors and the collective student body of a higher school of the first rank in Turkestan taken together. For this reason the number of medreses is relatively large, the town of Tashkent alone is counted to have seventeen altogether, of which six are distinguished for their wealth and large number of students. Some of these medreses have existed for four or five hundred years. The greateset number of higher schools are in Bukhara, the Rome of the Central Asian Moslems.

The teachers at the medreses are extremely respectable men and hon- 875
estly deserve the veneration accorded them by the population. They have renounced all the pleasures of the world and live only for knowledge. My former teacher Lamont, formerly Director of the Munich Observatory, was by disposition and way of life the true image of a medrese professor in Turkestan. The latter /226/ receive no honorarium from their students and are entirely dependent upon the modest means granted them by the medrese, which is only enough to provide the simplest food and clothing for themselves. The medrese teachers are mullahs who in most cases have finished their studies at the same medrese. They spend all their time either on their own studies or in the instruction of their students. Outwardly they are distinguished by their very dignified appear-

l: von Schwarz--59ā N-5 (ca 1895) 1900 Rl.1 Turkestan Rl.1

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Fig. 31. Yunus Hodja, Mullah of Tashkent. (After a photograph by G. Merzbacher.)

875 ance, their simple but exceptionally clean clothing and the colossal proportions of their blinding white turbans, made of Indian gauze material. (Figure 81, p. 225).

874 Admission as a medrese student, is available to everyone, without regard to birth or nationality, who is of the Moslem faith, and has received the necessary preparation in the elementary schools, to the extent that facilities are adequate. The students of the higher schools in Turkestan show themselves to great advantage in comparison with their European fellow-students by their retiring and undemanding life, through which they strive to emulate their teachers, and by their great modesty in social relations. They have not the faintest notion of students' associations, drinking bouts, duels, nocturnal rows and fights with the police. They dress exactly like their teachers, except that their turbans, in keeping with their lesser learning are of smaller proportions than those of their teachers, who are so full of wisdom. The scholarly work of the medrese students occupies almost the entire day; on the other hand their vacations are meted out very stingily and are reduced, as in the lower schools, to a week during each of the three high Moslem festivals.

There are no real courses in the Central Asian higher schools, just as there is nothing like our doctoral degrees, state examinations and state competitions. The students have only a specified number of books to study from thirty to one hundred and forty, depending on the circumstances, and after they have finished them they may claim the title of mullah. The more books a man has studied the greater is his esteem as a scholar, and the better his claim to the highest spiritual and judicial honors.

The languages taught in the medreses of Turkestan, are, in addition to Turkish, Persian and Arabic. Persian is the language of the educated and of the diplomats among the natives of Turkestan, as is French in Europe. Arabic, however, being the language of the Koran, plays the same role among them as Hebrew among our theologians.

The entire curriculum in the Central Asian higher schools is limited primarily to the interpretation of the Koran and the study of the writings of the most eminent Koran interpreters and Moslem teachers of law, and stands even today on just about the same level as it did at the time of the introduction of Islam to Turkestan. Only as much of natural sciences is /227/ tolerated as was already known a thousand years ago by Moslem scholars; all the more recent advances in

811 The Russians have changed nothing with regard to the system of instruction in the old institutions in their Central Asian possessions. They /228/ built, it is true, at their own expense a number of Russian elementary schools and high schools; these are, however, primarily intended for the children of the Russian settlers, soldiers, officials and officers. The relatively small number of Russian schools attended by the natives, particularly by the Kazakhs, serve above all for the training of interpreters in the various administrative offices, for only a few of the Russian officials serving in Turkestan are familiar with the native languages. Highly commendable was the erection of Russian aul /pastoral village/ schools for the nomads, who in their wandering way of life had formerly been unable to send their children to school. The 875 teachers for the aul schools are trained for their calling in a Tashkent training college for teachers; they must have mastered Russian and the native languages, and are divided among the various nomad auls, to accompany them in their wanderings and during that time to instruct the children of the members of the aul in the first principles and in the Russian language. It will be evident that the life of such a nomadic schoolmaster, especially if he is of European origin, is not exactly enviable, from what I have said above /in section of book not translated/ about the way of life of the nomads, especially when one considers that the salary of an aul school teacher is only fifty to seventy marks a month.

342 10. Dwellings.

The characteristic family relationships and the completely seclusion of the women from the world of men demand a special construction and arrangement of the dwelling houses completely differing from our [427] own. In Turkestan each home is established only for one single family, and the institution of rented houses or even furnished rooms is com- [574] pletely unknown. If a strange guest comes to a house owner, the latter gives over to him his whole house together with furniture and servants for the length of his stay, and meanwhile seeks shelter with his family or with some one of his relatives if he does not have a second house in reserve for such occasions.

The houses are all built in the same style, and the dwellings of the rich differ from those of the poor only in the more spacious courtyards and gardens, the greater height of the walls, the larger number of rooms, the more artistic execution and the better construction material. The main point in the dwelling of each sedentary